

holes: assessment

Hole No. 1:

- a. Create a Holes crossword using 20 words.
- b. Write an acrostic poem using either 'STANLEY YELNATS', 'CAMP GREEN LAKE' or 'YELLOW SPOTTED LIZARDS'. Your poem needs to be about the option you choose.
- c. Draw a picture of a scene from Holes and be sure to include as many details as you can. Prepare a 1-2 minute presentation about your picture explaining the setting and importance of the scene.
- d. Create a character tree/mind-map explaining the relationships between the characters in the novel on an A3 poster.

Tasks from Hole No. 1 need to:

- demonstrate and apply knowledge of the novel, *Holes*.
- express creativity and experimentation with character relationships and themes.
- demonstrate an organised structure.
- express creativity and experimentation with the English language.
- use a variety of sentence structures and experiment with writing.
- use correct grammar and punctuation.
- show evidence of having been proof-read before submission.
- demonstrate having used 'The Six Traits Rubric' as self-assessment.
- demonstrate initiative in ensuring the task is submitted by the due date.
- (1a) demonstrate ability to organise and construct a coherent crossword.

Hole No. 2:

- a. Throughout the novel, Stanley writes letters to his mum changing Camp Green Lake into a wonderful camp like any other (eg. p.46). Choose five more aspects of Stanley's experience at Camp Green Lake and write five more letters to Stanley's mum 'retelling' what's been happening.
- b. Re-tell the plot of Holes in chronological order by creating a detailed time-line.
- c. Pretend you are a reporter and you have an interview with Stanley after he has left Camp Green Lake. Ask at least 10 questions about his stay there and answer for Stanley, too.

Tasks from Hole No. 2 need to:

- demonstrate and apply knowledge of the novel, *Holes*.
- express creativity and experimentation with character relationships and themes.
- demonstrate an organised structure.

- express creativity and experimentation with the English language.
- use a variety of sentence structures and experiment with writing.
- use correct grammar and punctuation.
- show evidence of having been proof-read before submission.
- demonstrate having used 'The Six Traits Rubric' as self-assessment.
- demonstrate initiative in ensuring the task is submitted by the due date.
- show that student understands the persona from which they're writing.

Hole No. 3:

- Using all of the information and knowledge you have gained about the story, re-write the ending of Holes. What needs to change from within the story to make your ending possible?**
- Choose the most important quotes from the novel to re-tell the story.**
- Using all of the information and knowledge you have gained about the story, create a Holes boardgame.**

Tasks from Hole No. 3 need to:

- demonstrate and apply knowledge of the novel, *Holes*.
- express creativity and experimentation with character relationships and themes.
- demonstrate an organised structure.
- express creativity and experimentation with the English language.
- use a variety of sentence structures and experiment with writing.
- use correct grammar and punctuation.
- show evidence of having been proof-read before submission.
- demonstrate having used 'The Six Traits Rubric' as self-assessment.
- demonstrate initiative in ensuring the task is submitted by the due date.
- (3c) demonstrate knowledge by constructing a game which tests knowledge of *Holes*, while creatively incorporating all/many possible themes.
- (3a) clearly display that the student understands the significance of the given ending and the pivotal events which lead to it.